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Secondary School Organization and Diploma Requirements

Circular H.S.1
1973/74

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The Student's Program within the Credit System

Philosophical Objectives

The primary purpose of a school is to help students develop to the maximum their potential as individuals and as members of society. This purpose can be achieved by facilitating the intellectual, social, physical, and emotional growth of young people and by developing more fully the knowledge, skills, and aptitudes that they bring with them to the secondary school. The vital qualities of intellectual curiosity and imagination require consistent encouragement. At the same time, a recognition of the dignity of work will allow students of varying interests and abilities to take pride in their personal efforts. Students who accept new challenges and develop a spirit of inquiry will be inspired to continue learning throughout their whole lives.

It follows, therefore, that a student's program at any given time should reflect his current state of development. Advice should be available to each student and his parents about the courses best suited to his interests, abilities, and goals for the future. The selection of courses that make up a program leading to a diploma or certificate is one way in which the student can participate in the decision-making process. He should also be encouraged to make decisions regarding his personal educational goals and the wise use of whatever unstructured time is available. Thus both the student and his parents share with the school the responsibility for educational achievement.

In many Ontario communities, the fundamental aims of the secondary school are being reached in new ways. New emphasis is being placed on understanding the objectives and achievements of elementary schools as well as keeping in close contact with developments in post-secondary education and in the varied fields of employment. The secondary school itself is offering courses that encompass an increasingly diverse range of learning experiences, all of which entitle students to educational credits. In addition, new opportunities are being sought to relate programs more completely to the individual student and to involve students more actively in the development of curricular and organizational patterns.

Organizational Objectives

School organization under the credit system allows each student to have a program suited to his individual needs and aspirations. The opportunity for each student to work at his own level, to reach ahead in some subjects, and engage in more basic work in others, can be provided if courses with different approaches and varying degrees of intensity are offered in many subject fields. Provision should also be made for breadth in a student's total program as well as sufficient depth and challenge within his particular courses. A wide range of individual differences can be accommodated within any subject or course by the careful and perceptive adaptation of curriculum guidelines.

School schedules should accommodate whatever educational techniques seem most appropriate for varying sizes of student groups, differing patterns of time allotment, and the restructuring of courses to include multi-disciplinary approaches. A flexible scheduling system should also allow for a variety of learning processes based on student inquiry and research, on individual and independent study, on group instruction, on small group interaction, and on active participation in the community.

Procedures for evaluating student progress should be varied enough to meet the requirements of different individuals and groups of students, different courses, and different learning environments. Subject promotion, which is an integral part of the credit system, makes it possible for a student to repeat or change courses in which he has not been successful without having to repeat others in which his progress has been satisfactory.

It is imperative that students learn; they should be able to investigate, analyse, synthesize, interpret, report, evaluate, and make the occasional intuitive leap in the pursuit of knowledge. The organizational structure of each secondary school should provide the most appropriate means by which individual students and teachers can engage in educational processes that satisfy their mutually established goals.

Areas of Study

An area of study may be defined as a broad segment of man's knowledge and inquiry. The diploma requirements are designed to ensure that each student obtains some experience in each of four broad areas of knowledge and inquiry, while still permitting a substantial degree of specialization if desired.

Each principal, in consultation with his staff, must classify the courses offered in his school under four broad areas: communications, social and environmental studies, pure and applied sciences, and arts. The example below illustrates one way in which some of the courses in the school program might be classified under these headings. The purpose of the four areas is to ensure breadth in the student's diploma program. They need not necessarily be regarded as indications of organizational structure.

Communications

This area consists of studies that are primarily concerned with man's interchange of thought and with various modes of human expression. It could include courses from such subject fields as:

Drafting
English
Français
German
Latin
Merchandising
Shorthand

Social and Environmental Studies

This area consists of studies that are primarily concerned with man's unique nature and his interaction with his environment and his fellows. It could include courses from such subject fields as:

Economics
Geography
History
Home Economics
Law
Urban Studies
World Religions

Pure and Applied Sciences

This area consists of studies and related skills that are primarily concerned with the properties of matter and energy, the conditions of their interaction, and the application of this understanding to the solution of practical problems. It could include courses from such subject fields as:

Accounting
Agriculture
Computer Science
Economics
Elements of Construction Technology
Mathematics
Science

Arts

This area consists of studies concerned with the aesthetic nature of man and the creative expression of that nature. It could include courses from such subject fields as:

Art
Dramatic Arts
Graphic Arts
Home Economics
Merchandising
Music
Physical and Health Education

Classification of Courses

There are courses which, according to the content or stress given, are logically appropriate in more than one area of study. *The assignment of a course to an area of study will depend upon the point of view from which the course is planned and the method of approach to be used.*

Current technical and commercial courses, for example, exhibit a wide diversity in character, function, and approach. New studies in these fields are making some of the offerings less specifically vocational in nature. Therefore, the principal may decide to place some courses within areas of study not traditionally associated with that subject.

It is the responsibility of the principal to ensure that the classification of courses making up an individual student's program is spread over the four areas of study.

Development of Courses

1
Curriculum guidelines issued by the Ministry provide the framework within which courses of study are to be developed at the local level to meet the needs, interests, and aptitudes of the students. The current Ontario Ministry of Education curriculum guidelines are listed in Appendix A. (see page 13)

2
New or experimental courses not included in the rationale of existing guidelines require Ministry approval for purposes of credit towards an Ontario school graduation diploma. Permission is also required for the use of textbooks to be used in connection with new or experimental courses, except those used in courses acceptable for the Secondary School Honour Graduation Diploma.

a) The chief education officer of a school board shall send a request for approval to the Regional Director of Education, along with an outline of the nature of the studies to be undertaken, the level at which the course will be given, the textbooks and reference materials proposed for use, and the intended date of introduction of the course.

b) Requests for approval must be sent well in advance of the proposed introduction of the course.

c) Approval, when given, applies only to a specific course at the school named in the letter of approval.

d) For courses leading to the Secondary School Graduation Diploma approvals are granted for an indefinite period, unless otherwise stated in the letter of approval.

e) Approval of courses for credit towards the Secondary School Honour Graduation Diploma will be granted on a two-year basis.

Selection of Textbooks for Use with Courses

1
Circular 14, Textbooks, an annual publication issued by authority of the Minister of Education, lists textbooks approved for use in the schools.

2
Principals and supervisory officials are reminded of their responsibilities under the acts and regulations pertaining to textbooks used in the schools under their jurisdiction. Reference should be made to the "General Information" section of *Circular 14* and the pertinent extracts from the acts and regulations for provisions concerning the selection of textbooks.

3
Requests for approval to use textbooks not listed in *Circular 14* or not covered under Section 5(c) of that circular must be submitted by the chief education officer of a school board to the Regional Director of Education. Approval is not required for textbooks to be used in courses acceptable for the Secondary School Honour Graduation Diploma.

4
Where textbooks are to be selected locally under Section 5(c) of *Circular 14*, preference should be given to books by Canadian authors or editors, and printed and bound in Canada.

5
Circular 15, Canadian Curriculum Materials, a new annual publication issued by the Ministry, should be consulted for supplementary books and other learning materials of Canadian authorship, design, and manufacture.

The Credit System and Diploma Requirements

Definition of Credit

A credit is defined as successful completion of a course containing work that normally would be completed after 110 to 120 hours of scheduled time.

Note:
The above definition of credit is not meant to imply that courses should be offered only in units of one credit; it is provided as a criterion to assist in measuring the progress of a student towards a diploma. "Scheduled time" should not include homework normally associated with school work nor should it include travelling time to and from courses given at locations away from the school.

Requirements for the Secondary School Graduation Diploma

A Secondary School Graduation Diploma will be granted on the recommendation of the principal of the secondary school last attended to a student who has completed satisfactorily a minimum of 27 credits in a secondary school in accordance with the following conditions:

- At least three credits are to be taken from each of the four areas of study (12 credits).
- The further 15 credits may be taken from any of the four areas of study.

1
Principals should encourage students who are capable to take more than the minimum program required.

2
In the case of French-language secondary schools, reference should be made to Section 56 of the Secondary Schools and Boards of Education Act, 1971.

3
Within this credit system, the principal may make specific recommendations on the basis of a student's needs and the facilities and courses available.

4
Some courses may, in the opinion of the principal and staff, require certain prerequisites and some subjects will normally be studied in sequence. However, traditional assumptions regarding prerequisites should be carefully re-examined in the light of current educational theory about the nature of the learning process. Whenever possible a student should be permitted to take courses at levels that seem suitable to his abilities and expectations of achievement.

5
The student and his parents* bear responsibility for choice of courses and in particular those choices made contrary to the advice of the principal and his staff.

6
Certain organizational patterns such as semester or trimester or summer school systems may create units of work that equal less than a full credit. It is suggested, however, that no unit be designed with a credit value less than one third.

*Students who have attained the age of majority bear full responsibility for their curricular choices.

Requirements for the Secondary School Honour Graduation Diploma

Courses available in the secondary school and leading to the Secondary School Honour Graduation Diploma provide an opportunity for students to explore in depth a limited number of subject areas or to continue a broad and diversified program. In order to derive maximum benefit from the studies undertaken, students should be helped and encouraged to utilize the widest possible variety of learning resources in both scheduled and unscheduled time.

1
The same definition of credit for Secondary School Graduation Diploma purposes applies to courses counting for credit towards the Secondary School Honour Graduation Diploma.

2
A Secondary School Honour Graduation Diploma will be granted on the recommendation of the principal of the secondary school last attended to a student who has gained six credits comprising work acceptable for the Secondary School Honour Graduation Diploma.

3
In order to ensure a minimum depth of study in Honour Diploma work, no fractional credit less than one will be accepted for diploma purposes. Credit value greater than one should be assigned only to courses that extend in time and content one third or more beyond a single credit.

4
Students continue to have freedom in the selection of courses from among those available in their school. More than one credit may be presented in a particular subject area for the Secondary School Honour Graduation Diploma. *The importance of careful choice in the light of the future plans of the student should be emphasized.*

5
Work acceptable for the Secondary School Honour Graduation Diploma may consist of:

a) courses that are within the rationale of existing grade 13 curriculum guidelines, or

b) approved courses that are not within the rationale of existing grade 13 curriculum guidelines. In order to be approved for purposes of credit towards the Secondary School Honour Graduation Diploma, new or experimental courses must correspond to the level of scholarship and depth of treatment indicated in existing grade 13 curriculum guidelines. Therefore a full description of the proposed course must be submitted to the Regional Director of Education in accordance with the procedure outlined on page 5.

Additional Information Regarding Diplomas

Secondary School Graduation Diploma

1
When a student enters an Ontario secondary school after completing one or more years of any program, including occupational education, in a secondary school not organized on the credit system, or when a student is entering from an elementary school or a private school that offers secondary school courses, the *additional* credit requirements for diploma purposes are:

- after one completed year— a total of 20 credits;
- after two completed years— a total of 13 credits;
- after three completed years— a total of 6 credits;

2
The principal of a secondary school shall upon request issue a copy of the student achievement form or a statement of standing on school stationery to a student who leaves school on or before completing requirements for the Secondary School Graduation Diploma. The statement may be issued at any time during the school year and must clearly describe the number of credits satisfactorily completed and any partial work which, in the opinion of the principal, is significant.

3
The qualifications listed in Appendix B: Certificates Accepted in Lieu of Approved Courses in Music, in the column "Towards the Secondary School Graduation Diploma", may be counted for up to two credits towards the Secondary School Graduation Diploma.

Secondary School Honour Graduation Diploma

1
A principal shall, by the last school day in June, issue over his own signature a copy of the student achievement form or a statement of standing to each student who has been enrolled in courses leading to the Secondary School Honour Graduation Diploma.

2
Standing obtained in either French or Français, but not both, will be counted towards the Secondary School Honour Graduation Diploma. This provision also applies to English and Anglais.

3
Where a student holds one or more grade 13 credits as defined in or prior to 1970-71, he may qualify for a Secondary School Honour Graduation Diploma either:

a) by successfully completing work after September 1, 1971, to make a combined total of seven former and new credits; or

b) by having grade 13 credits obtained in or prior to the 1970-71 school year re-evaluated according to the definition of credit on page 6 and successfully completing work after September 1, 1971, to make a total of six new credits. In no case may a student who failed to qualify for a Secondary School Honour Graduation Diploma by August 31, 1971, be awarded the diploma without completing a minimum of one new credit after that date.

4
Students may undertake courses qualifying for credit towards the Secondary School Honour Graduation Diploma prior to completing the requirements for the Secondary School Graduation Diploma.

5
Credits obtained in courses leading to the Secondary School Honour Graduation Diploma may be counted towards the Secondary School Honour Graduation Diploma or the Secondary School Graduation Diploma, but not both.

6
The provisions with respect to the Secondary School Honour Graduation Diploma place upon the principal the responsibility of ascertaining whether a student has completed successfully the requirements for the diploma when standing in some of his courses has been obtained at another school.

7
The qualifications listed in Appendix B: Certificates Accepted in Lieu of Approved Courses in Music, in the column "Towards the Secondary School Honour Graduation Diploma", may be counted as one credit towards the Secondary School Honour Graduation Diploma. The certificates are accepted even though they may have been accepted in part for the Secondary School Graduation Diploma.

Certificate of Training
(See Occupational Education, page 11.)

Private-School Students

1
When the principal of a private school operating a school-year program or a summer-school program applies to have a Ministry official report on his school with respect to the standard of instruction and the work of students in subjects leading to the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma, the Regional Director of Education will arrange for the inspection.

2
Upon the recommendation of the principal of a private school where the Ministry official and the Regional Director of Education have reported the quality of teaching and the work of the students to be satisfactory, a Secondary School Graduation Diploma or a Secondary School Honour Graduation Diploma will be granted to a student when he has completed the appropriate requirements.

Private-Study Students

1
When a student is preparing himself by private study in a course, he shall notify the principal of the school from which he hopes to obtain standing as early as possible but not later than the first school day in February, and thereupon the principal shall arrange for a process of evaluation of the student's work.

2
When a student has obtained satisfactory standing by a process of evaluation approved by the principal, the principal shall give him a statement on school stationery certifying that he has gained standing in the course concerned.

3
Except with the permission of the principal, a student may not undertake private study for credit in a course that is taught in the day or evening classes of the secondary school or inspected private school he attends during the school year.

4
When a private-study student has completed the appropriate requirements for the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma, he must present this evidence to the principal of the school where he last gained standing. The appropriate diploma will be granted on the recommendation of the principal.

Correspondence Courses

A student who obtains the required standing for either the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma through the correspondence courses offered by the Ministry of Education will be recommended for the appropriate diploma by the Chief Educational Officer, Correspondence Courses. Refer to the booklet *Correspondence Courses 1973-74.*

Planning and Services

Planning

Prior to the introduction of any changes in a school, the principal, his staff, students, and parents should discuss thoroughly the new educational pattern and prepare a continuous program of evaluation and information for the community. It is important that the community be fully aware of the significance of current trends in education and the specific aims associated with particular changes in the school. Provision should also be made for appropriate in-service professional development.

The planning of a secondary school program that will permit differentiated progress for individual students requires considerable time and energy. The definition of credit given in this document establishes time as a genuinely flexible resource and permits the utilization of longer or shorter cycles, out-of-school activities that are part of the curriculum, block or modular schedules, and annual, semester, or trimester organizations.

Such organizational patterns as independent study, team teaching, unscheduled time, and large, medium, and small group instruction all have distinct advantages in given situations, but each creates special demands on planning. If the formal "class" is no longer used as an organizational or instructional unit, the principal should provide a system in which each student can relate to a particular teacher who acts as an adviser and is able to direct the student to appropriate sources of help and advice.

It is anticipated that in the planning and implementation of new educational programs or organization, principals and teachers will seek the assistance of program consultants in the regional offices of the Ministry of Education.

Guidance Services

In view of the wide variety of curricular choices available, it is essential that high priority be given to consultation resources in each school. The principal should pay particular attention to this factor in his planning. Teachers should meet regularly with guidance counsellors in order that the information needed by students may be readily available to all staff members.

The planning of individual programs with students necessitates continuous assessment of individual potential and achievement. Guidance services are vital in assisting the adjustment of new and special education students, liaison with feeder schools, satisfactory flow of educational and vocational information to students, teachers, and parents, utilization of the resources of community agencies, and maintenance of a continuous counselling service.

Library Resource Centre

The increased emphasis on independent study and research requires a variety of learning materials as well as areas suitable for independent study and small group activities.

Regularly scheduled classes in the library resource centre should be avoided so that it may be accessible to groups and individual students at all times of the school day as well as before and after regular school hours. Consideration should also be given to the extension of services to evenings and weekends.

Most effective use is made of the centre when the principal, teachers, students, and the school librarian co-operatively determine the materials and services that need to be provided.

Principals should encourage those in charge of the centres to place particular emphasis upon the acquisition of suitable learning materials of Canadian origin.

Occupational education consists of specially adapted courses whose purpose is to provide education and practical training for students who wish a program that will prepare them for specific occupational goals or for further education and training. Student programs of up to four years' duration may be provided depending upon individual needs. Provision should be made for admission of students from special programs in the elementary school.

The credit definition on page 6 applies also to courses developed for occupational education. Principals of Special Vocational Schools and principals of Composite Secondary Schools, where Special Vocational education is being offered to students in their third or fourth year of secondary school, should be aware that, in addition to vocational and occupational type courses, suitable courses may be adapted from Senior Division guidelines. In cases where relevant guidelines do not exist, new courses may be eligible for Ministry of Education approval through the process outlined on page 5 . Credits earned in courses that fulfil the credit requirements will count equally with others towards the Secondary School Graduation Diploma. The decision as to whether a course is to be assigned credit value or not is to be made by the principal in consultation with his staff. It is suggested, however, that students in occupational education should begin to accumulate credits in their third year after completing the Junior Division.

Instruction should be assigned to experienced teachers who have an understanding of the students' needs and a commitment to the objectives of the courses. Teachers as well as guidance personnel should accept responsibility for counselling students and for assisting them to obtain employment at the appropriate time.

Courses should be developed following a study of the abilities and needs of the students, the types of employment available, and the needs of the community.

Activities in shops should simulate actual working conditions as much as possible. These may be complemented by out-of-school educational experience in real work situations.

It should be brought to the attention of students that if they wish to enter an apprenticeship in a designated trade, they must meet the educational requirements of that apprenticeship.

Normally a 50/50 balance of general and practical courses is suggested for a student's program, with exceptions in certain individual cases. However, every effort should be made to integrate and relate the content and applications of the courses.

Students should have the opportunity to select their programs from a wide range of options available at the school. The selection of courses should not be restrictive toward either sex, but should be dependent mainly upon student interest and ability.

Certificate of Training

A Certificate of Training will be granted by the Ministry of Education on the recommendation of the principal to a student who has successfully completed a program of occupational education of one, two or three years' duration in a secondary school, but who has not completed the requirements for a Secondary School Graduation Diploma.

The certificate may be supplemented by a copy of the student achievement form or by a letter on school stationery issued by the principal describing the student's program. In either case the studies undertaken by the student should be clearly defined as to duration and areas of concentration.

Special Education in the Secondary Schools

The goal of special education is the integration of as many exceptional students as possible into regular programs. Special education students include those who have behavioural handicaps (e.g., emotional disturbances, social maladjustment), communicative handicaps (e.g., lack of facility in the language of instruction, hearing impairment, learning disability, perceptual handicap, speech impediment), intellectual exceptionality (e.g., mental handicaps, retardation, high ability), and physical handicaps. Instruction for a student who is homebound or hospitalized is also a special education service.

The diversity of the typical secondary school program facilitates the accommodation of individual students with unique educational needs. Minor adjustments can enable increased numbers of exceptional students to participate in regular courses.

Modified student programs and processes of evaluation should be arranged to allow for a student's areas of dysfunction so that the student may attend those courses that he enjoys and from which he feels he can derive benefit. Although most special students will have had extensive assessments and special curricular arrangements at the elementary school level, a continuing assessment of strengths, weaknesses, and interests should be provided and adjustments made as changes appear.

Consultative services are available to principals, teachers, and students in many school jurisdictions. Additional service is available on request through the regional offices of the Ministry of Education.

Provision for Summer School Students

1
Summer schools may be established by boards of education and by separate school boards under the provisions of Subsection 30 of Section 34 of the Schools Administration Act. Paragraph 1a of Subsection 2 of Section 1 of the Schools Administration Act provides for grant allowance for attendance at summer school. Since grants are paid for resident students taking summer courses provided by a board in the same manner as for day school students during the regular school year, no fees are to be charged to such students. The chief education officer of the board concerned shall notify the Education Records Branch of the Ministry of Education by May 15 of the subjects which it intends to offer in its summer school program.

2
Courses offered by summer schools may be of three types:

a) Courses carrying certificate or diploma credit, designed for students who have taken the same courses in day or evening classes during the regular school year but who have not obtained standing or wish to improve their standing in such courses;

b) Courses for credit which have not been previously studied;

c) Courses that are not for credit but that are designed to meet the specific interests or needs of students.

3
Students who meet the terms for admittance established by the board operating the summer school may be admitted to summer school courses.

4
Summer school courses may not begin until after the last legal school day in June, nor extend beyond the first legal school day of the following school year.

5
Courses taken for credit by students who did not obtain satisfactory standing during the regular school year in the same course need not be scheduled for the full time stated in the credit definition given on page 6 . In no case, however, may the amount of scheduled time be less than one half the total time provided for the course during the regular session. Standing for students in these courses shall be established by taking the higher of the standings obtained in summer school and in the regular day classes, not by averaging the two.

6
To qualify for certificate or diploma credit, courses that have not been taken previously by the student must fulfil the same credit requirements as courses offered within the regular school year. Summer courses that do not satisfy the full credit definition on page 6 may be counted as fractional credits. It is suggested, however, that no fraction less than one third be assigned to any course.

7
On or before the last day of August, a statement of the standing obtained in summer school courses should be issued to the student by the board operating the summer school. Where the course carries certificate or diploma credit, the standing shall also be reported to the principal of the school that the student last attended. This standing shall be accepted by the principal of the school last attended as if it had been granted upon his report and shall be recorded in school records along with courses taken during the regular school year.

8
Where a student, through attendance and achievement at an approved summer school, completes the requirements for a certificate or diploma, he will be recommended immediately for the appropriate certificate or diploma by the principal of the school last attended, who will submit the required records to the Education Records Branch of the Ministry of Education.

Appendix A:

Ministry of Education Intermediate and Senior Division Guidelines and Courses

(as of September 1972)

*Guidelines for these courses are not available because they are under revision and out of print.

**Since these publications do not contain a specific Grade 13 syllabus, schools offering Honour Graduation level courses in these fields should submit outlines to the Regional Director, as in the case of a new or experimental course.

†Guidelines that outline courses acceptable for Secondary School Honour Graduation credit.

Note:
Publications that have been superseded by new guidelines have been removed from this list. It is expected that within a reasonable time schools will replace courses based on the deleted publications with courses based on the new guidelines.

*†Accountancy Practice RP.31/1963
Accounting, Introduction to, Senior Division 1970
*Agricultural Mechanics RP.27A/1966
*Agriculture RP.21/1962
Air Conditioning and Refrigeration RP.27/1963
Aircraft RP.27/1963
†*Anglais* K-13 Senior Division, 1970
Art I.13 and I.13A/1968
†Art S.13/1962
Auto Body Repair RP.27/1963
*Auto Body Repair RP.35/1962
Auto Mechanics RP.27/1963
*Automobile Servicing RP.35/1962

Biology RP. 50/1963
†Biology, Grade 13/1969
*Business Finance RP. 31/1963
*Business Machines RP.31/1963
*Business Organization and Management RP. 31/1963
*Business Practice RP.31/1963

*Carpentry RP.35/1962
Chemistry RP.51/1965
*Chemistry S.17D/1966
†Chemistry S.17E/1967
Communications and Business Procedures Senior Division 1971
Computer Science Senior Division 1970
Consumer Studies Intermediate and Senior Divisions 1972
*Correspondence and Spelling RP.31/1963

Data Processing, Basic Programming RP.33/1966
Data Processing, Business Systems Programming RP.33/1966
Data Processing, Computer Concepts RP.33/1966
Data Processing, Computer Fundamentals RP.33/1966
Data Processing, Principles of, RP.33/1966
Data Processing, Programming RP.33/1966
Data Processing, Special Commercial RP.33/1966
Data Processing, Systems Design RP.33/1966
Data Processing, Unit Record Fundamentals RP.33/1966
Dietary Supervision Senior Division RP.52/1966
Drafting RP.27/1963
*Drafting (Blueprint Reading and Sketching) RP.35/1962
Drafting (Electrical) RP.27/1963
***Dramatic Arts* K-13 1970/*Art Dramatique* K-13 1971
*Drycleaning and Pressing RP.35/1962

†*Economic Reasoning, An Introduction to,* 1971
Economics Senior Division 1971
*Electrical Appliance Repair RP.35/1962
Elements of Computer Technology Senior Division 1970
Elements of Construction Technology Senior Division 1970
Elements of Electrical Technology S.27B/1968
Elements of Mechanical Technology S.27D/1968
English Intermediate Division, 1969
*English RP.S.4/1967
*†English S.4(13)/1968

Fashion Arts RP. 54/1967
Français, Niveau Intermediaire, 1971
Français RP. 46/1964
†Français S.46(13)/1968
French I. and S.15 1961[1]
French RP.15[1]
†French S.15A(13)/1968[1]
French I.15A(9-10)/1968[2]
French S.15A(11-12)/1970[2]
†French S.15A(13)/1968[2]

*Geography RP. 7/1962
*Geography I.7 & I.9/1962
†Geography S.7/1968, Géographie S.7/1968
*Geography RP.35/1962
Geology RP.47/1963
German I. & S.15/1961
†German S.15B(13)/1968
Graphic Arts, Senior Division 1972
Greek (Latin and), Intermediate and Senior Divisions 1969
†Greek (Latin and) S.11(13)/1968
Guidance I.3(& S.5)/1968

*Hairdressing RP.35/1962
History I.7 & I.9/1962
*History RP.9/1964
†*History* Senior Division 1970, *Histoire* Division Senior 1971
*History RP.35/1962
Home Economics I.6/1964
*Home Economics RP.35/1962
Home Economics RP.S.6/1964
†Home Economics S.6(13)/1968

[1]For students beginning French in Secondary School.

[2]For students continuing French from elementary school programs.

*Industrial Arts I.19 and S.19/1962
Industrial Chemistry RP.27/1963
Industrial Physics S.27C/1967
Informatics Intermediate and Senior Divisions 1972
Italian S.15D/1968
†Italian S.15D(13)/1968

*Janitorial Service RP.35/1962

Latin and Greek Intermediate and Senior Divisions 1969
†Latin and Greek S.11(13)/1968
**Law* Senior Division 1972/*Le Droit* Cycle Supérieur/1972

Machine Shop Practice RP.27/1963
**Man in Society RP.48/1965
***Man, Science and Technology* Intermediate and Senior Divisions 1972
Marketing, Advertising & Sales Promotion RP.32/1964
Marketing, Evolution of, RP.32/1964
Marketing, Process of, RP.32/1964
Marketing, Traffic, Shipping and Transportation RP.32/1964
*Masonry and Allied Trades RP.35/1962
Mathematics I.12C(4 & 5)/1964
Mathematics I.12D(4)/1966
Mathematics I.12D(5)/1966
*Mathematics RP.35/1962
†*Mathematics*, Senior Division, 1972
*Merchandising RP.35/1962
Merchandising (Retail) RP.32/1965
†Music S.16/1968
Music (Instrumental) I. & S.16B/1967
Music (Intermediate Division Interim Revision) 1972
*Music (Vocal) I. & S.16A/1967

*Nursery School and Child Care RP.35/1962
Nursing Assistants RP.53/1966

*Painting and Decorating RP.35/1962
***People and Politics* Senior Division 1972
(*)**Physical Education S.29/1960
Physical and Health Education I.29/1966/Education Physique et Hygiène I.29/1967
Physical and Health Education, Senior Division Health Education, S.29A/1969
Physics S.17A/1966
†Physics S.17C/1967
Plumbing RP.27/1963

*Record Keeping RP.31/1963
*Restaurant Services RP.35/1962
*Russian I. & S.15/1961
†Russian I. & S.15/1961 and S.15C(13)/1968

*Science (Environmental) I.21/1967
Science RP.17/1964
Science (Intermediate Division Interim Revision) 1972
Science (Technical) RP.27/1963
****Screen Education* K-13 1970**
*†Secretarial Practice RP.31/1963
*Sheet Metal RP.35/1962
Sheet Metal Practice RP.27/1963
*Shorthand RP.31/1963
*Small Engines RP.35/1962
Space and Man Senior Division 1969
Spanish I. & S.43/1964
†Spanish S.43(13)/1968

Typewriting, Personal I. & S.31A/1969
Typing, Basic Business Intermediate Division 1971

****Urban Studies* Senior Division 1971**

Welding RP.27/1963
*Welding and Cutting RP.35/1962
Woodworking (Pattern Making and Casting) RP.27/1963
World Religions Senior Division 1971/ *Les Grandes Religions* Division Senior 1972

Appendix B: Certificates Accepted in Lieu of Approved Courses in Music

(See page 8, note 3, Secondary School Graduation Diploma, and note 7, Secondary School Honour Graduation Diploma.)

	Towards the Secondary School Graduation Diploma	Towards the Secondary School Honour Graduation Diploma
Royal Conservatory of Music of Toronto	(i) Grade VII Practical and Grade II Theory or Rudiments or (ii) Grade III Theory	(i) Grade VIII Practical and Grade II Theory or Rudiments or (ii) Grade IV Theory
Western Ontario Conservatory, London	(i) Grade VII Practical and Grade II Theory or (ii) Grade III Theory	(i) Grade VIII Practical and Grade II Theory or (ii) Grade IV Theory
Royal Hamilton College of Music	(i) Grade VII Practical and Grade II Theory or (ii) Grade III Theory	(i) Grade VIII Practical and Grade II Theory or (ii) Grade IV Theory
McGill Conservatorium	(i) Grade 9 Practical and Grade 9 Theory or (ii) Grade 10 Theory and R.C.M. Grade III History	(i) Grade 10 Practical and Grade 10 Theory or (ii) Grade 11 Theory
Trinity College London, England	Grade V Practical and Grade IV Theory	(i) Grade VI Practical and Grade V Theory or (ii) Grade VIII Theory
Royal Schools London, England	Grade V Practical and one of: (i) Grade IV Grammar of Music or (ii) Grade IV Theory	Grade VI Practical and one of: (i) Grade IV Grammar of Music or (ii) Grade V Theory

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